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THE SCIENTIFIC SPIRIT AND THE EDUCATION OF THE DEAF IN AMERICA

(From American Annals of the Deaf, Sept., 1928)

**Pedagogy.**—Pedagogy is an art founded on logic. It is not an art founded on logic. Some of the originators and promoters were broad-minded, liberal and inclined to be scientific as far as the science of that time would permit. In fact, some of them were authorities. It will be a long time before the contributions of a few of these leaders will be surpassed. Their work will always stand out as a great achievement. A number of outstanding teachers were developed, but the rank and file shared none of this spirit. Speech and lip-reading replaced signs as a means of instruction, and a logical sequence method which led the child step by step from simple to more complex forms of language, a process as thoroughly artificial as it was logical, was substituted for the grammar method. These methods had merit and were superior to those they replaced. The teaching of speech and also the teaching of the formal language method required special training. In fact, this system could progress no faster than teachers could be supplied. The object was to get as many teachers in the field as possible. Hence, young girls, most of them just out of high school, took anywhere from a few weeks' to a year's training in primary methods and were sent out with a handful of tricks to practice, some under supervision, more without. They had no more comprehension of the field of education or the science of psychology than a chiropractor has of the field of medicine. Hence their confidence, their finality of opinion, their faith in the few tricks they had learned. Fundamentals were never questioned or tested. Everything must be given the acid test and its value determined. A problem solved may settle many contentions but it is only a step forward. By taking this further step, the scientist is confronted with new problems to be solved.

**The Pseudo-Logical Spirit.**—Now let us examine the attitude of the followers of the logical methods in education. They start with an assumed premise which may or may not be true, and proceed logically step by step until they reach final conclusions—which may be, and usually are, far from the truth. Wish-thinking predominates and consequently facts are adjusted to satisfy hopes. Their attitude is: "I know it, I am right, and I am going to prove it. There only one right way. That is my way. All other ways are false." They make a religion of their logical conclusions and soon establish an educational orthodoxy. They are imbued with a missionary spirit and proceed to spread their educational principles by means of politics and propaganda. These advocates usually lack background and a training which would enable them to comprehend the broad field which their work involves. They confine themselves to refining the technique of their adopted inferences, not realizing and never admitting that the fundamentals they are working with may be wrong in whole or in part. Their minds are closed. All new ideas are fads. They can prove anything to their own satisfaction, just as Volvra will undoubtedly prove to his satisfaction that the earth is flat. While some of their ideas may have merit and may be better than others in use, their attitude is wrong and they will soon block progress. When the followers of two different and distinct logical methods in education lock horns, there follows a long, bitter and fanatical struggle which prevents, for the time being, scientific growth and development. Professionally, we are today suffering from the effects of such a struggle. What we lack and what we most need is a scientific spirit.

**The Sign-Grammar Method.**—Historically, the sign-grammar method, an art founded on logic, was transplanted to this country from France. Before many years, it became thoroughly entrenched and remained so for some time. Some of the pioneers undertook the education of the deaf for the high and noble purpose of saving their souls. In fact, this was a controlling motive in the early history of all education. Before long, the religious education of the deaf was on a secure footing. Little was then known about mental development, for those sincere and devout pioneers were greatly disturbed to learn from their experience with the deaf that children were born without a knowledge of the plan of salvation and without a definite conception of God. They did not soon recover from the shock and it took them a long time to adjust their thinking to this new and startling revelation.

In the early days all of the teachers were men, among whom were many semi-mutes. Their methods of teaching language were modeled after the methods then used in teaching Greek and Latin. Most of the teachers were trained on the job, a process which may be beneficial to the teachers but is hard on the pupils. Before long these methods were improved and refined to better suit the needs of the deaf. These pioneers with little to guide them made great contributions to the education of the deaf, which can never be forgotten and never belittled. Nevertheless, as blind followers of a logical method, they were soon in a position to delay progress.

In the early days most of the pupils entered school between the ages of twelve and eighteen or sometimes older. Many, advanced in age, uneducated and undisciplined, were more like wild horses. We today cannot appreciate the many difficulties these early teachers encountered. As younger children were admitted to the schools, women teachers entered the profession. Following these two changes, oral work began to get a footing. Some members of the old school advocated articulation teaching and a few stood for oral work, but the rank and file, including semi-mutes, opposed every step in the advancement of oralism. The semi-mutes realized that its success would eventually deprive them of their positions as teachers. This has been the main reason for their continued and bitter struggle to support a dead issue. Most of the best sign-grammar teachers were doing well. They did not wish to be disturbed. They did not want to learn new methods. Why change? They had one view-point which was fixed. It was right. All others were wrong. They could not be convinced under any circum-

stances, therefore, they formed the forces which resisted progress.

**The Oral-Formal Method.**—Now, the oral-oral method is also an art founded on logic. Some of the originators and promoters were broad-minded, liberal and inclined to be scientific as far as the science of that time would permit. In fact, some of them were authorities. It will be a long time before the contributions of a few of these leaders will be surpassed. Their work will always stand out as a great achievement. A number of outstanding teachers were developed, but the rank and file

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**Impediments of Progress.**—During this struggle strictly partisan lines were drawn. The leaders on both sides demanded the usual allegiance required by political bosses. They then held their followers to a strict accounting for every move they made. Disciplinary measures were used by those whose admissions furnished the enemy with ammunition for propaganda. To be critical of one's work might prove treason. To be strictly honest was impossible. The scientific spirit was outlawed. For example, one school made an accurate survey setting forth its practical attainments in speech and in lip-reading but did not dare to make this public for the reason that the adversaries would take unfair advantage and use it to advance their cause, and friends would condemn most severely the one who had exposed the truth. In other words, the superintendent's future career of usefulness would be over. One of the foremost teachers in the profession wanted to introduce a new verb in the vocabulary of beginning pupils but did not dare because it was not prescribed by the powers that be. Under these conditions, little progress could be made.

**Experimental Efforts.**—However, a few had the courage to deviate notwithstanding they were ridiculed and sometimes ostracized by both contending parties. Since the smoke of the battle has cleared away, many of these experiments are now receiving serious consideration and some of them are being developed. Thus, the finger-spelling oral method was developed by Dr. Westervelt of the Rochester school, and is still in use there. Recently other schools have emulated it in modified form. Mr. Gillepsie of the Nebraska school, started a campaign for the development of residual hearing. Now we are witnessing considerable expansion of this educational principle. Miss Mary L. Garrett established a nursery school and attempted the development of the babbling method of teaching speech. While the results from these methods were not satisfactory, the principles involved will undoubtedly receive attention and be developed along different lines. Mr. Currier of the Fanwood school developed rhythm which has since been introduced in a great many schools. Recently, Dr. Taylor of the Lexington Avenue school, one of the few leaders in our work imbued with the critical scientific spirit, introduced a new method of silent reading developed under the auspices of the Lincoln school and directed by trained psychologists. Mr. E. C. Rider of the Northern New York School, at Malone, who, in addition to being an educator of the deaf, is a student of medicine, has succeeded in improving or restoring the hearing of a small percentage of deaf children suffering from middle ear disorders. Experiments are also under way to see if any use can be found for the development of the tactile sense in teaching the deaf, by Dr. Gault of Smith College. A hopeful sign for the future, also, lies in the recent interest and activity of the National Research Council in behalf of the problems arising from the occurrence of deafness. Research activities are in contemplation with fair prospect of being launched soon into channels that will lead to findings of lasting benefit to our work.

Notwithstanding these few deviations, past and present, one has only to read articles written for our professional magazines by members of some of our foremost schools to see how little scientific spirit has been developed. Many of these articles could have been dated in the early nineties and no one would have known the difference.

Recently, a teacher who had taken many courses in educational psychology said that she only wished she could have an opportunity to carry out her ideas, but the curriculum of the school in which she taught was so fixed and the supervision so strict that she had no chance to make use of her knowledge. A superintendent told me that he and his principals have tried to conduct several experiments but his teaching staff would not respond. They knew the experiments were foolish. They knew they would fail and they knew that what they were then doing was right and consequently the efforts of the superintendent and his principals were thwarted. Many of our oldest and best schools are still living in the past and we cannot look for any great contribution from them. They are so self-satisfied.

A few schools are beginning to experiment. Some of these have determined in advance what they must prove, while others have a real scientific spirit and are questioning our fundamentals. Our hope for the future is primarily in the hands of the trained psychologists and a few progressive open-minded educators of the deaf who will cooperate for the future betterment of our profession. Controlled experiments covering a period of years can determine the merits of any method. If, in the past, steps had been taken in this direction no serious controversy would have arisen.

**The Oral-Psychological Method.**—The oral-psychological method, or we might call it the psychological method, an art founded on the psychological method, an art founded on science, is now germinating. Its success will require teachers imbued with a scientific spirit and thoroughly trained in the science of education to apply and practise this method. This will undoubtedly lead to a four-year normal course, two or three years devoted to general education, and two years to the education of the deaf. The advancement of this method will be opposed by some of our best teachers who are doing well and do not wish to be disturbed. Like the sign-grammar method teachers, they do not wish to learn new methods. Such teachers will eventually be left in the background and the progressive teacher, who keeps up to date, will stand forth. No organized propaganda or politics will be required to bring about the success of this method. It will conquer the truth usually does, and as long as its advocates are open-minded and have a scientific spirit, there will be no bitter struggle. The focusing of educational efforts or the development of the technique of a step-by-step method will be diverted to a thorough study of the deaf child, his nature and his needs; to a study of his environment so that the teacher will be able to mould and modify it to meet the child's present needs and prepare him for later life.

**The Normal Child.**—Every child inherits certain capacities which can be developed, retarded, diverted into different channels, or otherwise modified by his environment. From the outset, no two children are exactly alike. Each child, it is said, is born with a different number of brain cells which can never be increased. The number each child has, other things being equal, would tend to determine his mental level. Of course other things are never equal and often the influences are very complex. At birth the brain cells are not full grown and many of the child's activities are retarded until these cells reach a certain growth. Animals, born with full-grown brain cells can run at birth but it is some time before a child can walk. He has to go through the stages of kicking, creeping, walking, running, speaking, etc. Hollingsworth, in his book entitled "Mental Growth and Decline," gives a good idea of the mental development of a child, the youth and the adult. When the child enters school, from five to eight, he passes through the questioning age and over the imbecile hurdle. In other words, if he reaches his mental level during this period he will be an imbecile. The following questions, reported by Kirkpatrick, will give some idea of the normal development of the hearing child at this period. The questions are those asked by a child about a passing airship:

How high will it go? Will it come near the sky? How big is it? Where does the man stay that makes it go? What kind of an engine does it have? Where does he get gasoline? Does he have a tank? How much gas does the airship hold? What is it made of? Where does he get his money? Would he give us some? Would he make a ship for us if we paid him? How much does he pay men for making his airship? How much does it cost? How many can ride in it? Does one go up and stay, and then another one? Is it dark up there?

We can see by this how restricted our deaf children are. What can be done to make them want to ask more questions and to have them do it in a natural way? How clumsy and absurd are the question forms as taught in many of the schools. The child is trained like an educated horse to fill in blanks, all of which means very little to him. These forms are not questions unless the child desires the information. If he knows the answer and knows the teacher, it is foolish. Very little such teaching ever carries over into real life. This period in child growth is followed by what is called the "Big Injun" age or the moron hurdle, from eight to twelve. During this period the child becomes more independent, more individualistic. He gets away from his mother, the house, his parents and his teacher, and at this time begins to develop a little of the gang spirit. This is followed by the awkward age, twelve to eighteen, the age of adolescence. This is a period of social development. One half of all children reach their greatest mental age at or before fourteen. Thus, only half of our boys and girls experience the great mental stimulus of adolescence although they go through this period developing physically. During early childhood, as a child passes through these different stages, he both develops and outgrows many emotional characteristics. For example, jealousy should normally disappear around the age of twelve, but if the child's

superiors try to suppress this trait forcibly while the child resents the suppression it may be subdued and carried over into later life. Teasing and methods of developing this trait may also prolong it. Such traits as jealousy, spitefulness, selfishness, bad tempers, etc., have been carried over into later life by many adults, just as persons often carry a baby tooth into adult life instead of losing it at the proper time. Such traits cause much of the disturbance and discomfiture experienced later by adults.

To teach intelligently, a teacher should be able to understand how to assist the child through these different stages. In order to do this she must be able to get the child's viewpoint, to see as the child sees, to feel as he feels, to realize his limitations and to be able to look at the world through his eyes.

**The Deaf Child.**—In addition to understanding the development of the normal child the teacher of the deaf must thoroughly know the deaf children. While the difference between the deaf and the normal is not so great as the difference between many normal people, yet there is a dissimilarity that can be distinctly recognized. If diseases like paresis, paralysis and epilepsy produce peculiar personalities in their subjects, it is not surprising that the loss of something so important as hearing would have such a tendency. The following list gives some of the variations. These, however, are often modified by the degree of deafness, the degree of becoming deaf, and by character training.

**Handicaps.**—1. The deaf child lives in a world of deadly silence. The singing of the birds, the inflection of the human voice, beautiful music, and the confusion of noises that proclaim life are lacking. Many things are in motion but there is no sound. Life is a silent panorama or motion picture drama. A hearing woman once told the writer that she had lived with her deaf husband twenty-five years before she realized what it meant to be deaf. One night she had a dream. The street cars were in motion, trains were rushing by, cabs moving in every direction, people hurrying, newsmen running and shouting to sell their papers, everything seemed to be moving, but not a sound, a deathlike silence that was appalling. So for the first time she realized this feature of deafness. How few teachers ever understand it!

2. While light travels at the rate of 186,000 miles per second, which is equal to about seven times around the earth in a second, and sound travels only 1,100 feet or about one-fifth of one mile in that time, yet in an ordinary room a hearing person will respond to sound twenty per cent more quickly than to light. In other words, under ordinary circumstances, hearing persons have an advantage over sight of twenty per cent and consequently have a twenty per cent handicap in time which never can be overcome.

3. Not being able to hear the human voice, the deaf child has nothing to imitate, hence the loss of speech. A teacher of the deaf is required to master phonetics to be able to teach speech by artificial methods with the result that the deaf child's voice is unnatural and his speech imperfect. Nevertheless, he is learning to use speech and to think in English.

4. The loss of hearing and the loss of speech also involve the loss of language. During most of the hours of wakefulness from the cradle to the grave a constant stream of language is pounding on the ear-drums of the hearing persons. Repetition, Repetition. A deaf person misses all of that. He must learn his language through the eye, a most unnatural process involving a loss of time and a loss of the constant repetition gained by the hearing. Consequently, the teaching of language becomes the fundamental problem of the teacher of the deaf.

5. The deaf are inclined to have an unstable emotional development due to two main causes. First, many of our finer emotions are developed through hearing which is affected by the modulation of the human voice, by music, and by the melodies of nature. For example, on the stage or in the movies wherever a quick drop from tragedy to comedy or from comedy to tragedy is required, the music will bring the desired result in but a single moment where it might take ten or more minutes to secure it without musical accompaniment. Music plays a great part in stimulating, refining and interpreting the emotions. Teachers of rhythm should be conversant with the psychology of music. Second, authorities on mental hygiene are agreed that emotional upsets and confusion are caused by a child's attempting to learn two languages at the same time, attempting to think and to express himself in two distinct ways. The words, the grammar, the construction are different and confusing. This is further emphasized when the difference is as great as it is between the sign-language and the English language. It is more trying when the child has no language with which to express his emotions, as is the case with deaf children before they come to school. These two causes are the chief reasons for their lack of finer social emotions. They are inclined to be brutally frank, hot-headed and sometimes abusive in their language.

6. On account of their handicaps and limitations the deaf live in a very small and restricted world. Their outlook on life is so limited that they are likely to acquire a provincial attitude, becoming somewhat intolerant and self-centered.

7. The deaf have social handicaps chiefly from the lack of efficiency of the means of communication. The restraints and unnaturalness of strangers who communicate with them give them a wrong and unnatural idea of hearing people and their social habits.

This is also emphasized from the fact that the deaf cannot lip-read with ease in a crowd where many of the faces are turned away from them and where they can understand very little of what is going on. They get a few words and try to fill in the rest. Often the modulations of the human voice modify this meaning of phrases, or sentence, sometimes changing the thought entirely. The deaf cannot comprehend this and are consequently mislead. There are many minor social forms that require corrective training. For example, deaf children often experience difficulty in knowing how to depart gracefully from a party or a visit and are inclined to stay on and on. A little attention from teacher and house mother will prevent such tendencies from being carried over into adult life.

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9. Educationally, deaf children bear a five-year handicap. When the child first goes to a school for the deaf, he does not know that he has a name or that things and actions have names. It takes five or six years to give him what the hearing child already has when he enters school and which the latter gets without much effort on his part. These years cannot be made up. On comparing the school work and the outside experience of hearing children with deaf children, a five-year handicap must be borne.

10. Young children visualize very much. As they grow older, the visual images are inclined to be replaced by auditory symbols or tactile impressions. The deaf are inclined to retain the habit of visualizing into adult life.

11. The deaf are likely to suffer from legal restrictions caused generally by public prejudice, by the average person's jumping at conclusions without knowing or investigating. This is illustrated in the restriction placed on the driving of automobiles by deaf persons. On examination, it has been found that hearing is not an essential factor in driving automobiles but that it is more a matter of vision—another case of a logical conclusion versus a scientific fact. In other words, acute vision is more important than hearing. Also, the deaf still suffer from the rules of the liability insurance companies and state laws governing the same because they are discriminated against by assumptions of those responsible for such rules without any attempt to investigate facts. It is assumed that the deaf are more likely to meet with accident when working with machinery than are hearing persons; that they cannot control their machines because they cannot hear. It is a well known fact that it is very difficult to locate a sound in a machine through hearing. In fact, it can more quickly be located by feeling vibrations provided the sense of hearing is acutely developed, and as far as accidents are concerned the percentage most likely is not so great among the deaf as among the hearing. We have a great deal of dangerous machinery in our woodworking and metal working departments. We have little deaf children going in and out around this machinery which is operated by the older deaf children. The only accidents we have had have been among the hearing employees who were supposed to know how to handle machine. The deaf are also refused licenses as firemen, engineers, etc.

12. Children's diseases that often cause deafness sometimes leave physical or nervous handicaps. Occasionally, one suffers from head noises and becomes bewildered or confused. Total deafness gives him relief if it cannot be secured with medical aid. Many children in our schools are suffering from this, unknown to the teachers or parents. They are considered nervous and stupid.

13. The deaf child is a foreigner even in his own home. He may be loved and in chief to his handicaps in language and speech. These are considered nervous and stupid.

14. Often he is spoiled when he enters school and a re-education has to be undertaken. He is more influenced by his playmates than by adults. He wants to secure and maintain their approval. His undesirable traits can be overcome more effectively by establishing a good school spirit and a sound pupil morale. Deafness is a serious handicap and like all other handicaps must be faced squarely; it can be overcome fully. These fourteen points and possibly others that should be forgotten when one deals with deaf children by proper training and education. These facts could be kept in mind when forming a curriculum for the school.

**Environment.**—As seeds respond to proper soil and fertilizer, to sunshine and rain to spraying and cultivation, so a child responds to his environment. Any inherited traits can be modified or remedied by encouraging or repressing certain habits or activities. The growing, changing child lives in a constantly changing environment.

**The Teacher.**—The teacher must understand the child, must know his traits and the laws governing his development. She must be able to get his viewpoint in all things and thoroughly understand his limitations. Then she can arrange the stage setting or control his environment in such a way as to develop him from within. This cannot be accomplished by building up a step-by-step method where she is likely to become so interested in the sequence and logical arrangement that she forgets to consider his nature or to administer his needs. It should be his task to stimulate him from within, so that he can attain his greatest power of self-expression and to direct him so as adequately to prepare him for citizen ship.

**Alvin E. Pope,**  
Superintendent of the New Jersey School, Trenton, N. J.

Indian Artist Attends Deaf Convention.

One of the most interesting visitors that Missoula had for some time is John Clark, who is attending the Montana Deaf Association Convention. He is a fullblood Indian of the Blackfoot tribe and lives in Glacier Park and is on the tribal reservation on the east edge of the park.

Clark, a young huskily-built Indian, has become famous for his wood carving and authorities predict that as soon as his work becomes better known he will be recognized as the foremost wood-carver in America.</

NEW YORK, OCTOBER 11, 1928.

EDWIN A. HODGSON, Editor.

THE DEAF-MUTES' JOURNAL (published by the New York Institution for the Instruction of the Deaf and Dumb, at 163d Street and Fort Washington Avenue) is issued every Thursday; it is the best paper for deaf-mutes published; it contains the latest news and correspondence; the best writers contribute to it.

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"He's true to God who's true to man;  
Whenever wrong is done  
To the humblest and the weakest  
'Neath the all-holding sun,  
That wrong is also done to us,  
And they are slaves most base,  
Whose love of right is for themselves,  
And not for all the race."

Notice concerning the whereabouts of individuals will be charged at the rate of ten cents a line.

IN the American Annals of the Deaf for September, 1898, Mr. Alvin E. Pope has an article under the caption "The Scientific Spirit and the Education of the Deaf in America," which we reproduce for the benefit and information of the intelligent and educated deaf who read the JOURNAL and are conversant with the educational trend of the schools wherein they received their education.

As the editor was not educated in any school for the deaf, but has had over fifty years of intimate association with the adult deaf, as also a knowledge of the efforts and progress of children who lack the sense of hearing, he was sufficient basis for any comment he may make.

In the first place, it seems almost criminal to make experiments at the expense of the deaf, and if they are to be the victims of proving or contradicting a theory, a great wrong is inflicted upon them that will carry direful results throughout their lives.

If the common-sense view must make way for "scientific spirit," the helpless children will be the sufferers. The object of education, as we understand it, is to fit the child for future usefulness in the community—to enable him or her to live happily and become an asset, and not a deterrent to the welfare of the State.

In olden times the Spartans were trained to fight, as that was essential to the safety and welfare of the people. During the Feudal Ages, nobody cared how much a man knew, but were deeply interested in what he could do in upholding the prestige of his country by bearing arms and protecting his loved ones from incursions of marauders. Indeed, in those days, it was a sign of degeneracy to read and write. Probably it was Lord Douglas of Scotland who said, "Thank God that never son of mine, save Gauwain, e'er could pen a line." Today there is a vast difference in the training of youth, because desirables and essentials are altogether different. To be able to do with intelligence and skill what this workaday world requires of them, is of more account to the majority of the deaf than speech and lip-reading.

To deprive a deaf child of future success, simply to demonstrate the triumph of a method, is entirely wrong.

The child should be considered before the method.

We are unalterably opposed to human vivisection in order that some may be vindicated.

Passing over one or two coined phrases that Mr. Pope uses and which seem quite inapplicable, we can give a measure of praise for the many truisms he has evolved and which evidence a deep study of his topic.

But to thoroughly understand deafness and the obstacles that handicap the deaf, one has only to live the life of a deaf man and learn the difference between theory and reality.

## CHICAGO

A pretty wedding took place in the Chicago M. E. Temple on the afternoon of Saturday, September 29th, when Theodore L. Taylor and Joyce Elliott Hasenstab were united in marriage by Bishop Edwin H. Hughes and Philip J. Hasenstab officiating in presence of folks and relatives. The bride was given in marriage by her father and donned the traditional veil. The organist played the "Lohengrin Wedding March." She was attended by her sister, Beatrice, and the bridegroom, by Millard R. Elmes. Teddy, son of Mrs. Grace Hasenstab Haskell, was the ring bearer, and Catherine, daughter of Mrs. Constance Hasenstab Elmes, a flower girl blowing a trumpet.

The dean of the Illinois Women's College, where Rev. Hasenstab's daughters formerly attended at Jacksonville, Ill., and other college friends, came to witness the wedding ceremony, after which, the guests went up to the parlor on the second floor for a reception. After that, relatives and near friends of the young couple went to Hotel Versailles to partake of a wedding dinner.

Mr. Taylor formerly lived in Nebraska, but he is employed at the post-office terminal. The happy couple have taken an apartment, 5400 Greenwood Avenue, one block from the Hasenstab home.

Fred Sibitzky returned last week from a four-month sojourn at Delavan, Wis.

Attorney Quin O'Brien, brother of Patrick, is stumping for Alfred Smith, nominee for President of the United States.

Rev. Hasenstab, assisted by home missionary, Mrs. Constance H. Elmes, administered holy communion to a large number of churchgoers at his M. E. Mission, Sunday, September 30th.

At the last business meeting, the Hebrew Deaf Club have decided to resume a lease of Burns' Hall, Madison and Crawford Streets, for another year, and also that they will have socials on the first Sunday and third Sunday of every month.

There will be a football game between the Minnesota and Wisconsin football teams at the Wisconsin School Field for the Deaf, Saturday, October 10th. We will watch the result with interest.

Leon Clinnen's sister and niece, who were injured in an auto accident near Elgin last September, are reported improving slowly, under the care of their physician, after being brought to their home from the hospital.

The first "500" and bunco party of the season was given by the Silent Athletic Club at the club house Saturday, September 29th. The usual number was on hand to enjoy the game. Member thirty-five cents, non-member fifty cents, for the benefit of the club fund.

Mrs. Anna Maloney, mother of Mrs. J. Pearson, of Brooklyn, N. Y., sister-in-law of Oscar Pearson, died September 29th, aged seventy-five. Her interment was at Calvary Cemetery at Evanston, Ill., Tuesday, October 2d.

Miss Mattie Winster has returned to New York, where she is a teacher of the deaf, after spending her vacation at the home of her parents in Wisconsin.

Mrs. Sophie Bolster, who left last August for Iowa to live with her other daughter for the winter, sent in her subscription to DEAF MUTES' JOURNAL, recently, to read the Chicago news regarding the doings of her deaf friends.

George Crosby, of Cedar Falls, Ia., received a letter from John Brook, saying Mr. Edwin Southwick, who retired long ago from the Iowa School for the Deaf as teacher, because of his old age, died September 18th, in California, aged 96. Mr. Southwick began his career as teacher at the deaf school at Iowa City, Ia., after his graduation from one of the New York Institution for the Deaf. Some years later the Iowa school was removed to Council Bluffs, Ia., with the faculty of teachers. After retiring Southwick went to California to spend his declining years in that pleasant climate.

Rev. H. Rutherford returned September 28th, from his monthly preaching tour in the west, in time to witness the wedding of T. T. Taylor and Joyce L. Hasenstab. After that, he resumed his tour for October.

Mrs. Sarah Hagley, ninety-two years old, mother of Mrs. W. L. Hunt, of South Bend, Ind., passed away, after rising Friday morning, September 28th. The funeral service for her was conducted Monday afternoon, October 1st, by Rev. Hasenstab, the local hearing-preacher co-operating in the service.

The Frats, No. 1, held "500" and bunco party in the Capitol building, Saturday, September 29th, under the management of George Brashar assisted by Max Himmelstein. It was the first party this season that forty tables were filled with players for good prizes. There were about 200 persons in attendance.

Preston Barr, in charge of Rev. Flick's church as lay-reader, was forced to quit the church, because he was unable to find the job he had spent several weeks in looking for. So he left two weeks ago, for Ohio, in the hope of finding work. Fred Sibitzky takes charge of the church until Rev. and Mrs. Flick return from their tour in the east.

Mr. and Mrs. F. A. Martin and son, Leroy, accompanied by a hearing party spent their vacation motoring around the lake to Duluth, Minn. On returning they stopped a few days at Colby's Birchwood Lodge, near Minocqua, Wis., residing in a log cabin, but boarding at the Lodge. They reported this an ideal place for tourists. They were interested in driving through and around the Indian reservation at Lac du Flambeau and through Brule, and saw the church, where President Coolidge attended.

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## IN DIXIELAND

## NEWS AND COMMENTS.

The B. Y. P. U., which was organized last November, is growing in interest each month. Under the able leadership of Mrs. Muriel Bishop, it has been built up until now it is the most popular religious service held in the city. Each Sunday evening interesting talks built around the Bible story are made by different people. Last Sunday, the topic was "Playing Fair," and was most interesting. A dozen or more of the audience got up and told their version of "Playing Fair," and this scribe was surprised at the knowledge of the Bible which some of them displayed. This scribe was one of those making a brief talk and we told them that after we were dead, that we would rather they say of us: "She played the game square," than anything else they could say:

"For when the One Great Scorer comes,  
To write against our name,  
He writes—not what we won or lost,  
But how we played the game."

We've always honored a man who tries to "play square" with both God and his fellow men, no matter what their religious creed may be.

The profound sympathy of the hundreds of friends of Prof. and Mrs. J. H. McFarlane go out to them in the death of their firstborn, which occurred at a local hospital in Talladega, Ala., the latter part of September. We are informed that the baby, a boy, only lived a short while, and that Mrs. McFarlane, herself, was critically ill for a time, but is now improving, and at this writing is probably at home again.

Mrs. A. H. Campbell, the mother of our Mrs. J. G. Bishop, who has been seriously ill for many weeks with a total nervous breakdown, is now slowly improving, and if no complications occur there is hope for her full recovery.

We have disposed of our little car, "The Spirit of the D. A. D.," and purchased a new latest model Chevrolet four-door sedan for winter driving, and this scribe has christened the new car the "Spirit of the South," and are hoping that it will prove as staunch and gallant as the "Spirit of the D. A. D."

If we should live long enough to ever become the owner of a third car, we intend to name it the "Atlanta Spirit," a spirit that has made the name of Atlanta known the world over. There may be something in a name, who know?

Mrs. Ross A. Johnson motored to Nashville to attend the convention of the Tennessee Association of the Deaf. Accompanying her were Miss Susie Ivester and Mr. James Ponder. She reports a pleasant visit, but that the roads were very bad between Atlanta and Chattanooga. Others visiting Nashville for the convention from this city were Messrs. Ligon and Dickerson, and Miss Gwen Robinson. The last going via the R. R.

Mr. Fred Jones, who has been attending the Southern School of Printing at Nashville, Tenn., for the past eight months, has returned to Atlanta and we are told he has secured a position as linotype operator somewhere near here.

Mr. and Mrs. Robert Nathanson, of Toledo, are spending a month's vacation down in Georgia with Mrs. Nathanson's parents.

Mr. and Mrs. Leroy Mockler, of Bryan, are in Prescott, Arizona, visiting the climate there, as guests of Mr. Mockler's relatives.

The school was visited recently by Dr. J. S. Long's son-in-law, Mr. Thompson, who is now at the Ohio State University, teaching and taking a post graduate course. Mrs. Thompson is with him. With several in-laws engaged in the education of the deaf, Mr. Thompson is naturally interested in the work too.

Mr. and Mrs. C. B. O'Bleness quietly celebrated their fifty-fifth wedding anniversary last week, receiving congratulations and best wishes of their friends. Mr. O'Bleness has had charge of the school's carpenter shop for thirty years and is honored by hundreds of Ohio deaf men.

Messrs. Earl Clossen and Carl Holdren enjoyed a motorcycle trip from Michigan to Columbus. Each is the possessor of an "Indian," and they and their steeds were the center of attraction in the school yard while here. Both are employed at States.

Miss Bertha Druggan, of Columbus, was the guest over the week end of Mrs. Minnie Ruth, of Zanesville. Both took dinner with Mrs. Laverna C. Pumphrey at her country home.

Members of the Silent Sunday School class in Akron enjoyed a corn roast September 22d, at the home of Mr. P. Toomey, and a good time was enjoyed. Mr. and Mrs. Sidney Weaver, Akron, are now visiting relatives at Dillard, Georgia.

We have not yet learned whether any of the Ohio deaf living in Florida suffered losses in the recent hurricane or not, but we hope all are well and safe. We wish to tell Mr. L. E. P. of Florida fame, that the apple crop was fine this year and we trust he can get an honest to goodness Ohio apple down there.

ed nearby, we would probably had to "count the crossties" back to town. We've sworn off and have informed the kids: "Never Again."

This writer has been busy with personal affairs ever since we returned home from North Carolina, and have not been able to get our news letters back to normal yet, but hope to have more of interest to write in our next.

After sending the summer at Highlands, N. C., and visiting in New York City and Brooklyn for a short while during the last part of her trip, Miss Adelaide Thomas has returned home and has taken up her Art studies again at the High's Art Museum in this city.

Mrs. Maxine Belsky, who has been spending several weeks visiting an aunt and other relatives in Birmingham, Ala., has returned home and reports having had a very pleasant visit. Mrs. Belsky also took in the convention at Raleigh, N. C., during the past summer.

C. L. J.

## PITTSTURGH

Rev. Henry J. Pulver, secretary of the P. S. A. D., got ahead of the conductor of this column and covered the recent P. S. A. D. Alumni joint convention admirably. It should be the secretary's place anyway and then there's a difference in the mental equipment of the two. Rev. Pulver left the morning of the last day of the convention, but said the Pittsburgh correspondent would tend to the day's write-up. But as explained in the last letter, the doings of that day were missed, owing to the wait for Mr. George Sanders, who was expected at the correspondent's house before noon time, but did not show up till nearly three P.M. Although there was only a slight error in the directions given him, it took him four hours to negotiate the distance of ten miles from the school. The party at fault felt like kicking himself for causing so much trouble and discomfort to the poor fellow who made Washington from Philadelphia in less than half an hour via air, at the time of the last N. A. D. convention. When we reached the school, we found the crowd in the general movement of scattering to the four corners of the State. So all that can be recorded here of that day are parting words and lingering handshakes.

Mr. Edward Kaecher, of Philadelphia, in company with Mr. Munn, an old friend of his parents, dropped in September 24th noon, but being informed by the lady of the house that the person whose company was sought was at the office, and would not be home till 5 P.M., wended their way toward the school, where they were invited to dine with Superintendent and Mrs. A. C. Manning. In the evening they were back and a good conversation was enjoyed. Mr. Munn, a rather well-known lumberman of this city, has been losing his hearing for the last few years. If he continues to lose at the rate he has, he will be totally deaf in a year. We had to use pencil, as he could not understand us when we "mouthed" it to him. Either he must be very deaf already or we have a voice that sounded unnatural to him. He owns the acquaintance of Mr. H. H. B. McMasters, who spent several weeks here visiting Mrs. Hoge's aunt. Also Mr. A. J. Holland, of Daytona, Fla., father of Mrs. Hoge. Other pleasant visitors were Mr. Gilchrist and Mr. and Mrs. Chas. Jones of Talladega, Ala. There were others whom we met, but failed to get their names.

Atlanta had a large number of visitors from other states during the past summer. This scribe was so busy with the D. A. D. work that we failed to make mention of any of them in our previous letters. We can now recall some of them we met during the summer, among whom were Mr. and Mrs. Eugene Hoge, of St. Augustine, Florida, who spent several weeks here visiting Mrs. Hoge's aunt. Also Mr. A. J. Holland, of Daytona, Fla., father of Mrs. Hoge. Other pleasant visitors were Mr. Gilchrist and Mr. and Mrs. Chas. Jones of Talladega, Ala. There were others whom we met, but failed to get their names.

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## Canadian News

News items for this column, and subscriptions, may be sent to Herbert W. Roberts, 278 Armada Ave., Toronto, Ont.

### TORONTO TIDINGS

Miss Ruth Byrne has returned home from a fortnight's delightful outing under canvas with a party of girl friends at Base Lake.

Mrs. Alex. Buchan, Sr., and Mrs. H. Mason, enjoyed September 22d at Long Branch with Mr. and Mrs. George Elliott.

Miss Margaret Rea, who has been working in Guelph during the past year, is holidaying here at time of writing and may get a situation here.

Miss Bessie McGovern did not go to school at Belleville with the regular contingent on September 12th, owing to a lacerated tooth that annoyed her, but will shortly leave for our Alma Mater.

Rev. R. L. Richards, who has been our good friend and assisted in the erection of our church and later became our Moderator, has now taken charge of a church at Whitby. He was up in our midst on September 26th to perform the Tate-Alen nuptial knot, and greeted scores of his old friends. Mrs. Richards, who had been in England for a year or so, has returned to Whitby.

Mr. Robert Batho, who has been up in B. C. for a long time, returned to this city the other day, and later went to join his wife at Eastwood. We hear that they may go to Montreal soon for good.

Miss Alma Brown went up to Markdale on September 22d, to enjoy home love under the old family roof, and returned the following Monday.

Mr. J. R. Byrne gave a very touching address on "Hallowed Be Thy Name," at our Epworth League on September 26th. "Our Father Who Art in Heaven" was his subject the Wednesday evening previous. We are looking for an increased attendance.

Mr. Gerald P. O'Brien of the post office staff, commenced his three weeks' annual vacation on September 24th, and in company with Mrs. O'Brien, left for a visit to Peterboro and vicinity with relatives and friends.

Mr. and Mrs. John Terrell have just returned from a long auto trip, which they enjoyed calling on relatives and friends in Brantford, Hamilton, Wabasso Beach, St. Catherines, Niagara Falls, Oshawa, Aurora, Newmarket, Beaverton, Cookstown, Beeton and other points. They are some sports and met about thirty of their deaf friends on their jaunt.

Mrs. John Oxtoby, of Detroit, was a guest of Mr. and Mrs. John Terrell lately. She is down on a visit to her son in the East End, and may remain for a couple of months.

Mrs. Alice Wheeler was out in Brantford recently, and attended the fortieth anniversary of the wedding of her sister and brother-in-law, Mr. and Mrs. Joshua Lloyd. Her many Brantford friends were delighted to see her again. Perhaps an account of this notable event will appear later.

Mr. and Mrs. Orval Eastman returned home on September 24th, from a two weeks' vacation spent with relatives and friends in Peterboro and its environments.

We are pleased to state that Miss Annabel Thompson is looking the picture of her old self after her late operation for throat trouble. She is very popular at the city hall, where she is a stenographer, and liked by all, from the Mayor down.

Mr. Ewart Hall enjoyed a few days in Midland recently with relatives and friends. Ewart formerly lived in that town.

Mrs. Fleet, the mother of Mrs. Earl Kindree, while on a visit to a sister in Orillia recently, had the misfortune to stumble and injure herself quite severely, but we are pleased to say she now at home resting up nicely.

A miscellaneous shower was held at the home of Mrs. Berry on Milledge Street on September 24th, in honor of the then bride-elect, Miss Muriel J. Allen. About thirty of her friends took in this love giving, equally made up deaf and hearing, and many useful gifts were showered on the young bride, among which was the latest in novelties—a garbage can. A good time was spent. Mrs. Berry is Mr. Tate's aunt.

Mr. A. W. Mason, with his son and daughter-in-law, Mr. and Mrs. Howard Mason, motored out to Lindsay on September 22d, to visit one of Mr. Mason's sisters, who was very ill. Howard and his wife remained out there for a week.

Miss Ada James, of the Belleville School staff, was up for a visit here over the week-end of September 22d. She's always a welcome visitor.

Mrs. John Terrell received word lately that her brother, Mr. William Wilkinson, of Brantford, was hit by an auto while crossing the street in that city and severely hurt, but now he is on the mend again.

We congratulate our good and helpful friend, Rev. Mr. Gunn,

D.D., on his appointment as Moderator of the United Church of Canada at the great meeting in Winnipeg, a short time ago. Dr. Gunn is one of our best spiritual friends.

Mr. Harry E. Grooms was the speaker at our service on September 23d. Miss Ada James rendered "The Name of Thy Child Jesus," and it was most beautiful done!

One of the busiest persons in our community is Mr. John T. Shilton. Your reporter dropped in for a few moments on business the other day and was amazed at the sight of activity that pervaded his well-known printing house. Two hearing gentlemen were at their wits end trying to pull down the ever flowing influx of orders that find their way to the Imperial Press, presaging the enormous business our popular comrade now enjoys through persistent toil and honest dealings. This is an example for others to emulate. Here's to you too, Jack.

Mr. and Mrs. Fred Terrell, with Messrs. J. R. Byrne and Charles A. Elliott, motored out to the old farm homestead of the White family near Beldewy, north of Port Hope, on September 23d, where they made preparations for the opening of another mission station to our long Ontario list. Here they were cordially received and given every encouragement, with the result that a speaker from this city will go out to assist our friends in that vicinity in evangelistic work. There are nearly a score scattered around that district and though this was a formal meeting, without previous notice being given, a goodly crowd was on hand, including Mr. and Mrs. Daniel Geron, of Peterboro, and Mrs. Angus McKenzie, of Belleville. Many of our old timers will remember the five White children when at the Belleville school in the long ago. They were Joseph and Alexander, and their three deaf sisters, the Misses Margaret, Catherine and Julia White. Catherine was the only one to marry, her husband being the late Mr. John Young, who died in Belleville a few years ago. Catherine has also gone to the great majority. The remaining four now run the beautiful and large homestead and are very hospitable and frugal. Here's hoping this new branch will flourish.

The St. Francis De Sales Society held an enthusiastic election meeting, on September 22d, at Loretto Abbey, and the following were elected for the ensuing term: Hon. President, Rev. Father B. Alaird; President, Gerald P. O'Brien; Vice-President, Eugene McCarthy; Secretary, Miss Florence McLaughlin; Treasurer, James Kelly. There are thirty-three deaf members of this society.

Misses Florence Bagby, of Burks Falls, and Thelma Partridge, of Huntsville, were the guests of Mr. and Mrs. W. P. Scott for a couple of weeks lately, and now the former has secured a good position here. We welcome her to our colony.

Mrs. Christina Green, of Chesley, returned home on September 29th, after a fortnight's delightful sojourn with her daughter and son-in-law, Mr. and Mrs. Alex B. McCaul.

The Bridgen Club will soon open for the coming season. It will have an open house on the evening of November 10th, when Mr. John Berry, the well known speaker of Royal Oak, Mich., will be on hand to address this club. He will be accompanied by Mrs. Berry and a bunch of Detroit friends, including the Sadows and Riberdys.

A hearty welcome is extended to all, free of charge, especially to outsiders. On the afternoon following, Mr. Berry is expected to preach at our church.

Be sure you are there. More particulars later.

### UNITED AT LAST

Once more it is our pleasure to chronicle a very happy event, one that was a happy event to two of our young friends. After treading the path that leads down Lover's Avenue for many months, this young pair have now come to the bed in the road and taken the route to matrimonial bliss, and came through the following event at our church on September 26th, when Muriel Joyce Allen, of Hamilton, was married to James Richard Tate, son of Mr. and Mrs. J. R. Tate, of 88 Quebec Avenue. The church was artistically decorated with flowers and palms. Rev. A. L. Richards, B.D., of Whitby, was the officiating clergyman, and the service was translated into the sign language by Mrs. A. F. Byrne, deaconess of the church. The bride, who was given in marriage by her father, wore a gown of pale-pink taffeta, with chiffon hat of the same shade, and carried a shower bouquet of sweetheart roses and lily of the valley. She was attended by her sister, Miss Vilda Allen, and the best man was Mr. Charles Tate, uncle of the bridegroom. The wedding music was played by Mrs. W. Taylor, aunt of the bridegroom. After the ceremony a reception was held at 156 Edna Avenue.

After partaking of a sumptuous wedding feast, the happy couple left for a honeymoon sojourn at the Tate Cottage at Sutton West. They

will reside at their newly and completely furnished home on Edna Avenue, where our best wishes go for a long and prosperous career. The Toronto evening dailies had it that they were the first couple to be married in our new church. This was an error, as such an honor fell to the lot of Mr. and Mrs. Silas Baskerville, three years ago. Both Mr. and Mrs. Tate are graduates of the Belleville School, and the former has and is still employed in his father's business. The wedding feast on Edna Avenue was provided by Caterer Jones & Co., and proved to be a royal treat. Mr. and Mrs. J. R. Byrne being the only ones from our church, besides the bridal pair, to receive an invitation to this royal spread. Mrs. Byrne being there to interpret the many humorous speeches for the other guests. About a score or more of our deaf friends witnessed the ceremony at the church.

### WATERLOO WEE BITS

Mrs. J. A. Moynihan recently called on the Martins and found them greatly improved since their recent operations.

Mrs. William Hagen, of Kitchener, is still at the Freeport Sanitarium and may remain for several weeks, in hopes of improving her health and we trust it will be complete.

Mr. Thomas S. Williams, of Kitchener, was over to enjoy a seven o'clock dinner and spend the evening with the Moynihans. He still works in this city of Waterloo.

Mrs. J. A. Moynihan is gradually improving from her recent accident and getting around the house nicely.

Mr. Roy Coles, of Galt, was a visitor at the Moynihan's for a few days lately. He is rapidly recovering from his last operation, which was on the whole a success and he expects soon to return to his old job.

Miss Beverley Moynihan has entered for a full course at the Hodges Beauty Parlors in beauty culturing, hair cutting, permanent waving, finger curling, marcelling, shampooing, face massaging. The course costs \$75.00 for about ten weeks.

After that she is promised a position at \$35 a week, unless she branches out in a beauty parlor for herself.

Beverly is still "sweet sixteen" hence her parental pride of her achievements in her early youth.

### GENERAL GLEANINGS

The father of Mrs. George Elliott, of Long Branch, who has been in the general hospital out there for many weeks past, has now been removed to his daughter's residence, much improved.

The JOURNAL is still pushing its way to the front. This week's subscription last contains the name of John Terrell, of Toronto. Still they flow in.

Mr. and Mrs. Howard Lloyd, of Brantford, were recently out on a visit to the McKenzie family in Burford.

Mrs. Gordon Sherritt and daughter, Miss Isabel Sherritt, of Corbettown, were recent visitors at the home of Mr. and Mrs. Thomas A. Middleton, near Hornung Mills.

The Misses Clara Sherk, of South Cayuga, and Sylvia Foster, of Dunnville, spent Sunday, September 23d, at the home of Mr. and Mrs. Sidney Heaslip, in Wellandport. Here they had the pleasure of meeting Mr. and Mrs. W. W. Scott, of Toronto, and a very jolly time ensued.

Mr. and Mrs. Alexander Lobsinger and son Norman, of Detroit, were lately out on a visit to the old home of Mr. Lobsinger in Mildmay, for a few days.

Mr. J. W. Smalldon, of St. Thomas, is one of our deaf friends who is making a name for himself in the "Railway City," a look into his well-equipped shoe repairing shop on Talbot Street will convince you of the work he has to do—an evidence of his high workmanship.

Miss Reta Weidrim, of St. Thomas, has resumed her duties again after temporary lay-off. She boards at the beautiful home of Mr. and Mrs. George Munroe and is a great social favorite among the deaf every where, on account of her modest mien and simplicity of living.

Mr. and Mrs. Reginald Phillips, of Brantford, were out in Mildmay visiting their sister, Miss Dianah Weiler, and other relatives for a week, a short time ago. They had their little daughter, Jean, with them.

While on their way to Beamsville, on September 19th, Mr. Sidney Heaslip, of Wellandport, and his son-in-law, Mr. W. W. Scott, of Toronto, had a very close call from a serious accident. In some way, Mr. Heaslip lost control of the machine momentarily and toppled over into the ditch, but he soon shut off the power and saved it running into a telephone pole. Mr. Heaslip received a few scratches on his hand and nose, while Mr. Scott had his shoulder hurt. The car was damaged slightly, the windshield and roof being put out of order. We are glad no further injury was done and both are now around again.

It should be remembered that Mr. George MacDonald, of Windsor, gave a very persuasive sermon before an unusual large holiday crowd at the V. M. C. A. in London, on September 2d, and drove home the true

meaning of Spiritual Faith. Miss Ada James assisted in the rendition of a very soul-stirring hymn. The crowd relished both subjects.

Mr. and Mrs. Roy Baker, of Fairbank, and the latter's sister, Mrs. John S. Bartley, of Long Branch, with their children, have returned home from a long and delightful motor trip to Minneapolis, Minn., where they spent a couple of weeks with relatives and to settle the estate of a deceased uncle. They stopped over with Mr. and Mrs. Norman Yager, in Ford City, while going and returning, and while there Mr. and Mrs. John E. Crough, of Walkerville, dropped in unexpectedly.

We regret to chronicle the sad passing away of Mrs. Percy Scott, of Napanee, who answered the last call on September 22d, and was buried on the 24th. Her old schoolmates will remember her as Olive Hartwick, sister of the Hartwick brothers, one of whom had his legs amputated by a railway train a few years ago. She graduated from the Belleville School early in 1904, and later married Mr. Percy Scott, of Belleville, one of her schoolmates.

From Vancouver, your reporter receives word of the death, on September 16th, of Mr. Saxon Eric Franklin, brother of the late Miss Bessie Franklin and well known to the deaf in Ottawa and the west. He died of heart trouble, and leaves a widow, one daughter, Catherine Winona, his mother, Mrs. Anna Franklin, and one sister, Mrs. H. J. Moffat. The funeral was held to Ocean View Park and largely attended, the Rev. Mr. Graham officiating. The deceased moved to Rosetown, Sask., a year ago in hopes of recuperating, but to no avail. We extend deepest sympathy to the bereaved ones.

Oh, why was he taken so young and so fair?

When earth held so many it better could spare.

Hard was the blow that compelled us to part.

With our dear loving Saxon, so dear to our heart.

Beloved by wife, mother and sister.

### SEATTLE

When we were in Tacoma, on September 9th, on the occasion of the regular bi-monthly service there at Christ Church, we visited and inspected a bungalow just completed by John Gerson, and offered by him for sale. It was a neat stucco house, attractively finished inside and conveniently planned. This is the fourth house that Mr. Gerson has built to sell. He has a contractor do the main part of the work, and himself does only some of the finishing.

The same afternoon we also attended for an hour a meeting at the home of Mr. and Mrs. Huffman, held for the purpose of deciding whether Tacoma would invite the W. S. A. D. to hold its convention there next summer. But, at last, accounts it looks as if the invitation is not forthcoming, and the state association must seek elsewhere for a meeting place.

Little Miss Mabel Partridge, aged eleven, is to have the novelty of spending the coming winter in Spokane. She is visiting her aunt there, and going to school with her cousin, Kathleen, her aunt driving the little girls back and forth every day.

Mrs. Vetter, a friend of Mrs. Partridge, will live in her home this winter, while teaching sewing and cooking at the day school, and also attending some classes at the University.

While she is away from home, Mrs. Partridge will look after her tiny four-month-old adopted daughter, Mrs. Vetter was recently left a widow.

Mrs. Victoria Smith is spending a few days in town with her sister. She is once more a proud grandmother, as a son was born to Mr. and Mrs. George Smith on August 23d.

The little fellow will be named Russell. He weighed eight and three-quarter pounds, when he arrived in the world.

Mr. and Mrs. Ed Spieler have had a happy summer with a car that they purchased. It is a comet, a pattern no longer made. So they obtained it for a low price, but they have had just as much pleasure from it, as if it had been a high-priced car.

Miss Bertha Trigell is again teaching at Pittsburg, feeling greatly rested by her trip to the Far West. She left Seattle on the 20th of August, going by boat to San Francisco. There she was met by Marion Martin, who was Marion Hanson, and shown the sights of Frisco and Oakland. At the latter town, she visited Marion's new home, which is rapidly nearing completion.

Little Frances Tiegel had a ride on "Laddie Boy," Marion's saddle horse,

and was so happy with the dogs and horses that she hoped her aunt would miss her train. From San Francisco, they went to Los Angeles and took in the sights of that famous metropolis, leaving for the east in time to take up school work a few days after it had started.

Vivian and Newton Holcombe had a ten days' trip by bus to Los Angeles and enjoyed it hugely. It was their first visit to that city, and they are loud in its praises. Vivian is now a freshman at the University.

Mr. and Mrs. David Speece will represent the Ladies' Pastoral Aid Society.

Mr. George Olsen, the artist, after he went and got to married, forsook Manhattan and went to live with his bride in Brooklyn. He even resigned as a member of the Deaf-Mutes' Union League.

After the ceremony a reception was given for Mrs. Emily Eaton, and she received some nice and useful presents. The party was in the nature of a farewell to her and Mrs. Wildfang, as both were leaving Ballard.

THE HANSONS.

## NEW YORK

News items for this column should be sent direct to the DEAF-MUTES' JOURNAL, Station M, New York.

A few words of information in a letter or postal card is sufficient. We will do the rest.

### A PRETTY WEDDING

Among the pretty weddings of late September, was that of Walter Weisenstein and Clementine Teuber. It took place at the home of the bride in Elizabeth, New Jersey, Rev. Arthur Boll, of Brooklyn, officiating.

The bride was attired in a hand-some gown of white georgette and wore a corsage bouquet of white roses. The bridesmaid, Grace Roe, wore a gown of yellow georgette and a corsage bouquet of yellow roses. August Teuber, Jr., the brother of the bride, was best man. The bride was given away by her father.

The home was prettily decorated with white bells and ribbon. After the ceremony the guests, who came from Trenton, N. J., Elizabeth N. J., Newark and vicinity, New York and Brooklyn, partook of an elaborate spread.

In the evening games were played and every one seemed to enjoy themselves.

At 10:30 o'clock the couple left, under a shower of rice, for an extended honeymoon through the Middle West. Upon their return they will make their home in Brooklyn.

